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ABSTRACT

The Montana School Accreditation Standards require every Montana school to conduct a self-evaluation at least every 10 years. For some small Montana schools this has been an informal process and often more anecdotal than data driven. Using the Montana Statewide Education Profile as a model, a committee of county superintendents, teachers, and school board members developed this self-evaluation guide, which may be tailored to each district and school. For each of 10 indicators, the guide outlines information that the district might want to include in its self-evaluation. The indicators are: (1) program offerings and courses (ratings and plans of action for curriculum, textbooks, and supporting materials in subject areas and special programs); (2) environment for learning (community support, district information to the community, trustees, student behavior problems, related school policies); (3) student achievement and use of assessment results in various subjects and grade levels; (4) school success (district honors, high school completion rate, follow-up on former students, accreditation status, changes in school or district); (5) student services and extracurricular activities; (6) school finance (district costs, revenues, tax levies, revenue allocation, per pupil expenditures by function); (7) school staffing, teacher characteristics, and teaching conditions; (8) student involvement in learning, transitional factors, and attendance; (9) school facilities; and (10) student characteristics. School districts may access an interactive online version of this guide, which contains links to related resources. (SV)



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THE MONTANA SMALL SCHOOLS SELF-EVALUATION GUIDE 2000

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The Montana School Accreditation Standards require all Montana schools to conduct a self-evaluation at least every ten years. However, for some small Montana schools this has been an informal process and is often more anecdotal than data driven. Schools that participate in federal programs are obligated to report to their public on a regular basis.

Superintendent of Public Instruction Nancy Keenan conducted 15 town meetings in Montana in an effort to determine what information the people of Montana found most useful in evaluating their schools. Based on citizens' responses, the first *Montana Statewide Education Profile* was published by the Office of Public Instruction in April of 1999.

Out of these separate but related issues, the Montana Small Schools Alliance, with significant assistance from OPI, has created this *Montana Small Schools Self-Evaluation Profile*. A committee of county superintendents, teachers, clerks and school board members came together last summer and using the state profile as a guide, created this document, which may be tailored to each district and school. The school district's staff, patrons and public will be able to go in-depth in a variety of areas or simply respond directly to questions under each of the ten indicators. Because this document has been written for all small school districts in Montana to use, there are obviously questions that do not fit each district. For example, under Indicator I, Program Offerings, at the end is a section called Topics. If a school does not have Distance Learning, Title I, After-School Programs, or any of the other headings, the school simply does not click on these areas in the electronic version or does not respond to them in the print version. This is true under each of the ten indicators. The school district chooses the areas under each indicator that are appropriate and of concern. Perhaps at another time, the school district's staff, patrons and public will determine that other areas of the ten indicators are of concern and will respond in-depth to those areas.

In keeping with Montana education moving into the technology age, this document will be most easily used on-line where it will be part of OPI's electronic offerings. It is interactive and school districts can add to or delete areas. They can also use the state profile website to find some of the specific data for this report. In addition, they can access directly other helpful websites and information.

A profound thank you to the committee of small school people who grappled with the content of this profile in the summer and fall of 1999. They include: Susan Gravely, Supervising Teacher and Clerk of Helmville School District; Ron Higgins, Lincoln County School Superintendent; Shirley Isbell, Hill County School Superintendent; Maureen Mannix, Helmville School Trustee; Dan Smith, Supervising Teacher, Fortine School District; and Rachel Vielleux, Missoula County School Superintendent. Ms. Vielleux is also responsible for creating the format and significant editing. A special thanks goes to Dr. Dori Burns Nielson, Director for the Education Profile at OPI, for her overall guidance and Mary Craigle, Research Manager at OPI, for giving the document its electronic life.

As schools districts use this program, their feedback will assist with modifying it to reflect what Montanans truly want to know about their schools. In addition, the knowledge gathered will allow school districts to make more informed decisions, to provide their communities with more complete information about their schools, and to improve the quality of education for all our Montana students.

Claudia H. Morton

Montana Small Schools Alliance

MONTANA SMALL SCHOOLS SELF-STUDY

MONTANA CONTEXT

The information from the *Montana Statewide Education Profile* (MSEP) can be found at <http://www.mt.net.state.mt.us>

<http://www.co.missoula.mt.us/measures> - Although this site has a lot of information applicable to Missoula County, it also has Montana data which can be used to compare and contrast with other areas of the state.

SCHOOL DISTRICT CONTEXT

District Demographics

SCHOOL YEAR _____

1. Enrollment _____

2. School Size Category _____

(1-E through 2-K as found in the Montana Statewide Education Profile (MSEP) Table A-1)

(Circle One)
Yes No

3. The district has isolation status pursuant to MCA 20-9-302 _____

If the answer is yes, explain why _____

4. The district is in a : (Mark One)

_____ Large Town/City _____ Fringe Of Large Town/City _____ Small Town _____ Rural

Education Services

1. The district is part of a Special Education Cooperative

(Circle One)
Yes No

2. The district is part of the following other cooperatives (Mark all that apply)

_____ Curriculum Consortium _____ Buying Materials _____ Sharing a Specialist
_____ Other (Explain) _____

3. Other services/programs which would help your district if provided by a cooperative: _____

SCHOOL DISTRICT CONTEXT

Community Factors

(Answer In Space Provided)

4. The residents of the district have the following educational attainment: *(Compare to MSEP Table A-3)* _____
5. The residents of the district have the following income *(Compare to MSEP A-4)*: _____
6. Children Living with Working Parents *(Compare to MSEP Table A-5)* _____

Implications

What implications do these district context figures have for your district and its educational programs?

ENTER SCHOOL YEAR TO BE EVALUATED _____
 ENTER DATE OF EVALUTION (Month, Year) _____

CODES FOR INDICATOR GRIDS

The Following Codes Should Be Used In The Grids For Indicators 1, 2, 3, 5, 6, 7, 8, and 9

CODES: For the codes column in each grid, please indicate the code number(s) below which best describe the reason for your rating:

- | | | | |
|----|---------------------------------|-----|------------------------------|
| 1. | <i>State Funding</i> | 7. | <i>Physical Plant</i> |
| 2. | <i>Community Resources</i> | 8. | <i>Resources</i> |
| 3. | <i>Staff Skills / Knowledge</i> | 9. | <i>Enrollment Changes</i> |
| 4. | <i>Appropriate Staff</i> | 10. | <i>Time</i> |
| 5. | <i>Record Keeping</i> | 11. | <i>Transportation Issues</i> |
| 6. | <i>Leadership</i> | 12. | <i>Other</i> |

(Note: The code list will also show up as a pop-up box when you move your mouse to the Codes heading in the electronic version.)

Indicator 1: PROGRAM OFFERINGS AND COURSES

Curriculum and supportive programs of local schools / districts, based on clear standards, provide a solid academic basis to help all students succeed.

Plan of Action				
PROGRAM AREA	Rating			Codes
	Needs Work	Satisfactory	Exemplary	
Reading				
Curriculum				
Curriculum Evaluation Process				
Textbooks				
Supporting Materials				
Communication Arts				
Curriculum				
Curriculum Evaluation Process				
Textbooks				
Supporting Materials				
Mathematics				
Curriculum				
Curriculum Evaluation Process				
Textbooks				
Supporting Materials				
Science				
Curriculum				
Curriculum Evaluation Process				
Textbooks				
Supporting Materials				

NOTE: Each district should tailor these curricular areas to match the program offerings in the district. It may be appropriate, for example, to list individual parts of the arts program or list individual fields in the sciences.

Indicator 1: PROGRAM OFFERINGS AND COURSES

Curriculum and supportive programs of local schools / districts, based on clear standards, provide a solid academic basis to help all students succeed.

PROGRAM AREA	Rating				Codes	Plan of Action
	Needs Work	Satisfactory	Exemplary			
Social Studies						
Curriculum						
Curriculum Evaluation Process						
Textbooks						
Supporting Materials						
Arts						
Curriculum						
Curriculum Evaluation Process						
Textbooks						
Supporting Materials						
Health Enhancement						
Curriculum						
Curriculum Evaluation Process						
Textbooks						
Supporting Materials						
Workplace Competencies						
Curriculum						
Curriculum Evaluation Process						
Textbooks						
Supporting Materials						
World Languages						
Curriculum						
Curriculum Evaluation Process						
Textbooks						
Supporting Materials						

Indicator 1: PROGRAM OFFERINGS AND COURSES

Curriculum and supportive programs of local schools / districts, based on clear standards, provide a solid academic basis to help all students succeed.

PROGRAM AREA	Rating				Codes	Plan of Action
	Needs Work	Satisfactory	Exemplary			
Technology						
Technology Plan						
Hardware						
Software						
Curriculum Integration						
Exploratory Courses						
Curriculum						
Curriculum Evaluation Process						
Textbooks						
Supporting Materials						
OTHER:						
Curriculum						
Curriculum Evaluation Process						
Textbooks						
Supporting Materials						
OTHER:						
Curriculum						
Curriculum Evaluation Process						
Textbooks						
Supporting Materials						

NOTE: Each district should tailor these curricular areas to match the program offerings in the district. It may be appropriate, for example, to list individual parts of the arts program or list individual fields in the sciences.

Indicator 1: PROGRAM OFFERINGS AND COURSES

Curriculum and supportive programs of local schools / districts, based on clear standards, provide a solid academic basis to help all students succeed.

PROGRAM AREA	Rating				Codes	Plan of Action
	Needs Work	Satisfactory	Exemplary			
<i>Special Education</i>						
<i>Distance Learning</i>						
<i>Kindergarten</i>						
<i>Title I, II, IV, VI</i>						
<i>Gifted and Talented</i>						
<i>Community Service</i>						
<i>Other (List):</i>						
<i>Other (List):</i>						
<i>Other (List):</i>						

NOTE: Each district should tailor these areas to match the special offerings in the district.

Other Links:

State by State Curriculum Standards
<http://www.achieve.org>

Methods for Evaluating Curriculum
http://www.ncrel.org/cgi-bin/tripper/make_doc1.cgi

OPI Program Standards
<http://www.opi.mt.gov/PDF/AccreditationStandards.pdf>

Indicator 2: ENVIRONMENT FOR LEARNING

A positive climate provides students equal opportunities to learn challenging and relevant material, welcomes parents and the community, assures the safety of students, and provides a setting that is conducive to learning.

COMMUNITY ENVIRONMENT	Rating					Plan of Action
	Never	Sometimes	Always	Not Applicable	Codes	
Community Support						
Voters Approve Levies						
Community Members Regularly Attend District/ School Functions						
Community Members Use School Facilities To Schedule Non-School Events						
District Offers Adult Education Programs						
District Or Community Has Special Events To Honor Teachers And Administrators						
District Has Special Events To Honor Community Members Who Provide Service						
Parents And Community Members Provide Volunteer Service						
District Information						
District Publishes A Newsletter On A Frequent, Predictable Basis						
District Has An Updated Web Page						
Teachers Get Information About District / Schools In A Timely Manner						
Students Get Information About District / Schools In A Timely Manner						
Parents Get Information About District / Schools In A Timely Manner						
Community Members Get Information About District / Schools In A Timely Manner						

Indicator 2: ENVIRONMENT FOR LEARNING

A positive climate provides students equal opportunities to learn challenging and relevant material, welcomes parents and the community, assures the safety of students, and provides a setting that is conducive to learning.

Plan of Action					
Rating	Codes				
	Never	Sometimes	Always	Not Applicable	
COMMUNITY ENVIRONMENT					
Trustees					
Trustee Recruitment Is A Problem					
A High Percentage Of Voters Participate In District Elections					
Trustees Attend Professional Development Workshops					
District / School Policies Are Current, Appropriate, And Reviewed In A Timely Manner					
Public, Staff And Students Have Access To District / School Policies And Accreditation Standards					
Trustees' Opinions Are Generally Aligned With That Of The Public					

Indicator 2: ENVIRONMENT FOR LEARNING

A positive climate provides students equal opportunities to learn challenging and relevant material, welcomes parents and the community, assures the safety of students, and provides a setting that is conducive to learning.

DISTRICT / SCHOOL ENVIRONMENT	IF TRUE, Describe How District Dealt With The Incident(s)		What Future Action Is Needed?
	TRUE	FALSE	
Disciplinary Actions			
District Has Had A Serious Incident Within The Past Three Years Which Led To Student Suspensions Or Expulsions			
District Has Had Problems In the Last Three Years With Students Involved With The Following:			
Alcohol			
Tobacco			
Other Drugs			
Weapons			
Vandalism			
Hate Crimes			
Staff Or Student Murdered			
Staff Or Student Committed Suicide			

Are There Policies And Procedures In Place To Address The Above Issues? YES NO

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Other Links:

Assessing School Environments

<http://www.pta.org/programs/appenda.htm>

Survey of Perceived Safety Issues In The School

<http://www.nea.org/issues/safescho/ssmanual.pdf>

Indicator 3: STUDENT ACHIEVEMENT

Clear standards and expectations for what students should know and be able to do provide the foundation for a common core of knowledge and skills. Monitoring progress toward those expectations is an important means for determining individual, school, and district performance.

Plan of Action	Rating			Codes
	Needs Work	Satisfactory	Exemplary	
<p>For the following topics, enter the grade levels on the blank in the gray area and the subject in the white area next to the ● symbol. Proposed grade levels and suggested subjects to evaluate are shown below, followed by several untitled grids.</p>				
GRADES:				
● READING				
Variety Of Assessments Available To Determine Student Progress Toward Standards				
Assessment Results Used To Revise Curriculum And Instruction And To Improve Student Achievement				
Student Progress Is Evident And Measurable From Assessment Results				
<hr/> <p>Grades K-4, Grades 5-8, Grades 9-12</p>				
● <u>Reading</u>	● <u>Communication Arts</u>	● <u>Mathematics</u>	● <u>Science</u>	
● <u>Social Studies</u>	● <u>Health Enhancement/Physical Education</u>	● <u>Arts</u>	● <u>Workplace Competencies</u>	
● <u>World Languages</u>	● <u>Technology</u>	● <u>Exploratory Courses</u>		

Indicator 3: STUDENT ACHIEVEMENT

Clear standards and expectations for what students should know and be able to do provide the foundation for a common core of knowledge and skills. Monitoring progress toward those expectations is an important means for determining individual, school, and district performance.

		Rating				Codes	Plan of Action
		Needs Work	Satisfactory	Exemplary			
GRADES:							
●	Variety Of Assessments Available To Determine Student Progress Toward Standards						
	Assessment Results Used To Revise Curriculum And Instruction And To Improve Student Achievement						
	Student Progress Is Evident And Measurable From Assessment Results						
GRADES:							
●	Variety Of Assessments Available To Determine Student Progress Toward Standards						
	Assessment Results Used To Revise Curriculum And Instruction And To Improve Student Achievement						
	Student Progress Is Evident And Measurable From Assessment Results						

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Indicator 3: STUDENT ACHIEVEMENT

Clear standards and expectations for what students should know and be able to do provide the foundation for a common core of knowledge and skills. Monitoring progress toward those expectations is an important means for determining individual, school, and district performance.

Plan of Action				
	Rating			
	Needs Work	Satisfactory	Exemplary	Codes
GRADES:				
●				
Variety Of Assessments Available To Determine Student Progress Toward Standards				
Assessment Results Used To Revise Curriculum And Instruction And To Improve Student Achievement				
Student Progress Is Evident And Measurable From Assessment Results				
GRADES:				
●				
Variety Of Assessments Available To Determine Student Progress Toward Standards				
Assessment Results Used To Revise Curriculum And Instruction And To Improve Student Achievement				
Student Progress Is Evident And Measurable From Assessment Results				

Indicator 4: SCHOOL SUCCESS

Completion of high school significantly increases the opportunities for students to lead successful lives.

SCHOOL YEAR _____**District Honors And Awards:**

Type of Honor / Award	Comments
Academics	
Athletics	
Contests	
Arts and Music	
Scholarships	
Citizenship / Merit Awards	
Teacher Honors	
Other: (List)	
Other: (List)	
Other: (List)	

High School Completion Rate *:

	# of Students							
Number of Graduates For The School Year Evaluated (g)		$\frac{\text{Completion Rate Formula} = g + d12 + d11 + d10 + d9}{g}$						
Number of Dropouts Grade 12 For This School Year's Graduating Class (d12)								
Number of Dropouts Grade 11 For The Previous School Year (d11)								
Number of Dropouts Grade 10 Two School Years Prior (d10)								
Number of Dropouts Grade 9 Three School Years Prior (d9)								
High School Completion Rate (use formula)	%	<table> <tr> <th>Acceptable</th><th>Needs Work</th><th>What Further Action is Needed?</th></tr> <tr> <td></td><td></td><td></td></tr> </table>	Acceptable	Needs Work	What Further Action is Needed?			
Acceptable	Needs Work	What Further Action is Needed?						

(on web page calculated based on above responses)

* NOTE: Elementary Districts may wish to compile completion information for their students.

Indicator 4: SCHOOL SUCCESS

Completion of high school significantly increases the opportunities for students to lead successful lives.

Follow-up Results for Students No Longer Enrolled:

This may include follow-up on grade school and high school students. The data may involve follow-up on math grades in high school, involvement in students activities, post-secondary attendance / success, unemployment rates, or anecdotal information on student achievements after graduation.

Type of Follow Up	Date Conducted	Major Findings	Comments

Accreditation Status

Year	Accreditation Status Awarded	What Further Action Is Needed?
1998-1999		
1997-1998		
1996-1997		

(Mark One)
Yes No

Looking at the three years above, is there a pattern that is evident?

If Yes, What Action Is Needed?

Indicator 4: SCHOOL SUCCESS

Completion of high school significantly increases the opportunities for students to lead successful lives.

Changes In The School

The District has implemented the following significant changes in the last three years which impacted one of the ten indicators in the Montana profile:

SCHOOL YEARS (1) _____ (2) _____ (3) _____

Changes Implemented	Date	Indicators Impacted	Comments

Future Changes

The District Would Like To Make The Following Changes:

Changes Planned	Target Date	Comments

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Indicator 5: STUDENT SERVICES AND ACTIVITIES

Students make many decisions that affect their futures. Comprehensive guidance programs, library services, and student activity programs broaden and enrich students' educational experiences.

TOPICS	Rating			Codes	Plan of Action
	Needs Work	Satisfactory	Exemplary		
Counseling Services					
Personal Skills					
Social Skills					
Educational Planning					
Career Planning					
Special Education					
Personal Skills					
Social Skills					
Educational Planning					
Career Planning					
Student Transportation					
Personal Skills					
Social Skills					
Educational Planning					
Career Planning					
Other Services (school nurse, social worker)					
Personal Skills					
Social Skills					
Educational Planning					
Career Planning					

Indicator 5: STUDENT SERVICES AND ACTIVITIES

Students make many decisions that affect their futures. Comprehensive guidance programs, library services, and student activity programs broaden and enrich students' educational experiences.

TOPICS	Rating				Plan of Action
	Needs Work	Satisfactory	Exemplary	Codes	
<i>Community Sponsored (4-H, Little League)</i>					
Personal Skills					
Social Skills					
Educational Planning					
Career Planning					
OTHER (List):					
Personal Skills					
Social Skills					
Educational Planning					
Career Planning					
OTHER (List):					
Personal Skills					
Social Skills					
Educational Planning					
Career Planning					
OTHER (List):					
Personal Skills					
Social Skills					
Educational Planning					
Career Planning					

Indicator 5: STUDENT SERVICES AND ACTIVITIES

Students make many decisions that affect their futures. Comprehensive guidance programs, library services, and student activity programs broaden and enrich students' educational experiences.

School Year _____	(Column A) # Of Students	(Column B) # Eligible Students	(Column A ÷ B) % Participation of Eligible Students
Extracurricular Activities			
Band	_____	_____	_____
Chorus	_____	_____	_____
Drama	_____	_____	_____
Speech	_____	_____	_____
Intramurals	_____	_____	_____
School Paper/Yearbook	_____	_____	_____
Student Web Page / Tech Assistance	_____	_____	_____
Basketball-Boys	_____	_____	_____
Basketball-Girls	_____	_____	_____
Track-Boys	_____	_____	_____
Track-Girls	_____	_____	_____
Wrestling- Boys	_____	_____	_____
Football-Boys	_____	_____	_____
Volleyball-Girls	_____	_____	_____
Softball-Girls	_____	_____	_____
Other Sport: _____	_____	_____	_____
Other Sport: _____	_____	_____	_____
Other Sport: _____	_____	_____	_____
Odyssey of the Mind	_____	_____	_____
After-School Programs	_____	_____	_____
Clubs _____	_____	_____	_____
Clubs _____	_____	_____	_____
Essay / Other Contests	_____	_____	_____
Special Event Programs	_____	_____	_____
Other _____	_____	_____	_____
Other _____	_____	_____	_____

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Are significant numbers of the overall student population involved in these activities? YES NO

How does involvement in these activities impact the students' educational experience?

Indicator 6: SCHOOL FINANCE

Financial resources must be allocated efficiently and effectively to meet the educational needs of students.

School Year _____

	Statewide Average Cost per Student in 1996-97 School Year:	THIS DISTRICT AVERAGE COST PER STUDENT FOR THE EVALUATED SCHOOL YEAR
Elem. District	\$5,390	
HS District	\$6,585	
K-12 District	\$6,177	
Overall Avg.	\$5,811	

How Do The District's Figures Compare To the State's Figures And What Are The Implications For Meeting The Needs Of Students?

Percent Of Per Pupil Expenditures By Function

These numbers may be compared to similar sized districts found in Appendix L of the Montana State Education Profile

	Instruction	Student Services	General Admin.	Bldg. Admin.	Ops. And Maint.	Pupil Trans.	Bonds/ Other Facilities
DISTRICT	%	%	%	%	%	%	%
1996-97 State Ave.	56.4 %	7.3 %	5.4 %	5.2 %	9.9 %	5.0 %	10.9 %

Which areas are significantly different from the state average and why do these differences exist?

DISTRICT REVENUE

District Receives Revenue From The Following Sources:

	Amount	Percent
(a) Local Property Taxes	\$	% (a) ÷ (f)
(b) State Aid To Schools	\$	% (b) ÷ (f)
(c) Federal Revenue	\$	% (c) ÷ (f)
(d) County Distribution	\$	% (d) ÷ (f)
(e) Other	\$	% (e) ÷ (f)
TOTAL	(f)	100%

Financial resources must be allocated efficiently and effectively to meet the educational needs of students.

TAX LEVIES

Local Property Tax Revenue From Voted And Permissive (Non-Voted) Levies:

Voted	Amount	Percent
Permissive	\$ _____	% _____
	\$ _____	% _____
TOTAL	_____	100%

VOTED LEVY HISTORY FOR PAST FIVE YEARS:

SCHOOL YEAR	DID YOU CONDUCT A VOTED LEVY		LEVY AMOUNT	# OF YES VOTES	# OF NO VOTES	POSSIBLE REASONS FOR OUTCOME
	Yes	No				
1994-1995						
1995-1996						
1996-1997						
1997-1998						
1998-1999						

AUDITS / REVIEWS

The District's last audit or financial review of the _____ school year(s) resulted in the following findings:

<i>Major Findings</i>	<i>Action Based On Findings</i>

Indicator 6: SCHOOL FINANCE

Financial resources must be allocated efficiently and effectively to meet the educational needs of students.

REVENUE ALLOCATION

The District allocates revenues to these areas to attain specified goals in school improvement:

School Year _____

Plan of Action

Rating

Needs Work

Satisfactory

Exemplary

Codes

Areas

Areas Allocated Revenues

Professional Development					
Technology Purchases					
Curriculum Revision					
Gifted and Talented Students					
Special Education Students					
At-Risk Students					
Academic Recognition					
Physical Plant Improvement					
Other					

Looking at the revenue sources, which specific sources could be increased to meet the educational needs of the students?

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Indicator 7: SCHOOL STAFFING & TEACHER CHARACTERISTICS

At the heart of the learning process is the interaction between teachers and students in the classroom. Academic achievement hinges, in large part, on the quality of the interaction, which is influenced by a variety of factors.

Characteristics	Rating				Plan of Action	
	Needs Work	Satisfactory	Exemplary	Codes		
Class Sizes Meet The State Accreditation Standards						
Teacher Turnover Per Year						
Teachers Are Certified And Endorsed in the Areas They Teach						
Teachers Have Preparation Time						
Teachers Have Opportunities For Professional Development						
Professional Development Is Aligned With Curricular Goals						
Teachers In Multi-Grade Classrooms Have Training In Multi-Grade Teaching						
The District Provides A Benefits Package						
Teachers Perform Additional Duties Outside Of Teaching Day						
Teachers Are Given Extra Pay For Extra Duties						
Teachers Are Given Extra Pay For Curriculum And Assessment Development						
District Utilizes A Formative And Summative Teacher Evaluation System						

Indicator 7: SCHOOL STAFFING & TEACHER CHARACTERISTICS

At the heart of the learning process is the interaction between teachers and students in the classroom. Academic achievement hinges, in large part, on the quality of the interaction, which is influenced by a variety of factors.

School Year _____	Rating				Plan of Action
	Needs Work	Satisfactory	Exemplary	Codes	
Characteristics					
Teachers Have Input Into Policy Changes					
Teachers Participate In Hiring New Staff Members					
District Has Adequate Substitute Teachers					

Indicator 8: STUDENT INVOLVEMENT IN LEARNING

Learning increases with the amount of time spent learning. Maximum time engaged in learning activities develops skills that will contribute to success as lifelong learners.

Plan of Action				
Rating	Codes			
	Exemplary	Satisfactory	Needs Work	
Student Involvement				
Students Are Given Opportunities To Have Input Into Rules And Policies That Affect Them				
Students Feel Valued By Teachers And Staff				
Teachers Recognize Different Learning Styles And Adjust Their Instruction Accordingly				
Students Are Actively Engaged In Learning				
Transition				
Students Are Given Assistance In Transitioning To High School Or Other Schools				
The Elementary And High School Curricula Are Coordinated				

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Indicator 8: STUDENT INVOLVEMENT IN LEARNING

Learning increases with the amount of time spent learning. Maximum time engaged in learning activities develop skills that will contribute to success as lifelong learners.

ATTENDANCE

Absenteeism By Grade Levels:

SCHOOL YEAR _____

Total Absent ÷

Overall Total

(b+d)

97 MT

State Ave

Present

Absent

Comments

Grade Levels	Oct. Fall Report # Present (a)	# Absent (b)	February Report # Present (c)	# Absent (d)	Total Absent (b+d)	Overall Total (a+b+c+d)	97 MT State Ave	# Present	# Absent	Comments
K-6								94.8%	5.2%	
7-8								93.5%	6.5%	
9-12								91.7%	8.3%	

(Circle One)

YES NO

Is Absenteeism A Significant Problem In This District?

If YES, What Actions Are Planned To Reduce Absenteeism?

(Circle One)

YES NO

Is Tardiness A Significant Problem In This District?

If YES, What Actions Are Planned To Reduce Tardiness?

Estimate the percent of high school students who also have jobs _____

For those students with jobs , what are the implications for time spent engaged in learning?

Indicator 9: SCHOOL FACILITIES

Safe, functional, and efficient school facilities enhance the learning environment and the educational and program goals of students and educators.

Plan of Action

Rating

Codes

Exemplary

Satisfactory

**Needs
Work**

Facilities

Building Condition				
Functional Capacity Relative To The Number Of Students				
Allocation Of Space To Functions				
Staff Preparation Area				
Compliance With Safety Codes				
ADA Compliance				
Maintenance Plan				
Emergency First Aid Equipment				
Safety From Intruders				
Policies For Public Use				
Classrooms				
Library				
Gymnasium				
Auditorium				
Playground				

HISTORY OF SCHOOL: Please provide a history of your school facilities:

Facility History

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Indicator 10: BACKGROUND CHARACTERISTICS OF STUDENTS

Information on the characteristics of students helps provide the context necessary for schools to assess the needs of their students.

STUDENT PROFILE**SCHOOL YEAR** _____

List the number of students who fit the following descriptions:

Race/Ethnicity	# of Students			Total from (d) ÷ Total Enrollment (a)	Implications
	(b) Male	(c) Female	(d) Total (b+c)		
Asian				%	
Black				%	
Hispanic				%	
American Indian / Eskimo				%	
Hawaiian Native				%	
White				%	
Total Enrollment			(a)	100%	

Mobility	# of Students			Total from (g) ÷ Total Enrollment from above (a)	Implications
	(e) Male	(f) Female	(g) Total (e+f)		
Moved Out of District Last Year				%	
Moved Into District Last Year				%	

Socio-Economic Status	# of Students			Total from (j) ÷ Total Enrollment from above (a)	Implications
	(h) Male	(i) Female	(j) Total (h+i)		
Qualify for Free And Reduced Lunch				%	

Indicator 10: BACKGROUND CHARACTERISTICS OF STUDENTS

Information on the characteristics of students helps provide the context necessary for schools to assess the needs of their students.

Identified as:	# of Students			Total of (m) ÷ Total Enrollment from above (a)	Implications
	(k) Male	(l) Female	(m) Total (k+l)		
Gifted and Talented				%	
Special Education				%	
Title I				%	
English as Second Lang.				%	
Migrant				%	
Total				100%	

Other Characteristics	# of Students			Total from column (p) ÷ Total Enrollment from above (A)	Implications
	(n) Male	(o) Female	(p) Total (n+o)		
Come From A Culture Different From The Pre- dominate One for This District				%	

Indicator 10: BACKGROUND CHARACTERISTICS OF STUDENTS
Information on the characteristics of students helps provide the context necessary for schools to assess the needs of their students.

TOLERANCE OF OTHERS

The District Does The Following To Help Students Understand And Appreciate Other Cultures:

<i>Activities</i>	<i>Results</i>	<i>Further Action Planned</i>

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